

St Catherine's Catholic Primary School



'Let your Light Shine'

Annual SEND Report

Date reviewed: Jan 24

Date of next review: Jan 25

Date ratified by the Governing Board: Jan 24

Annual SEND Report – Updated January 2024

Evaluating the Effectiveness of St Catherine’s Catholic Primary School’s Provision for Pupils with SEND.

The Annual SEND Report should be read in consultation with the SEND Information Report, the SEND Policy and the Accessibility Plan.

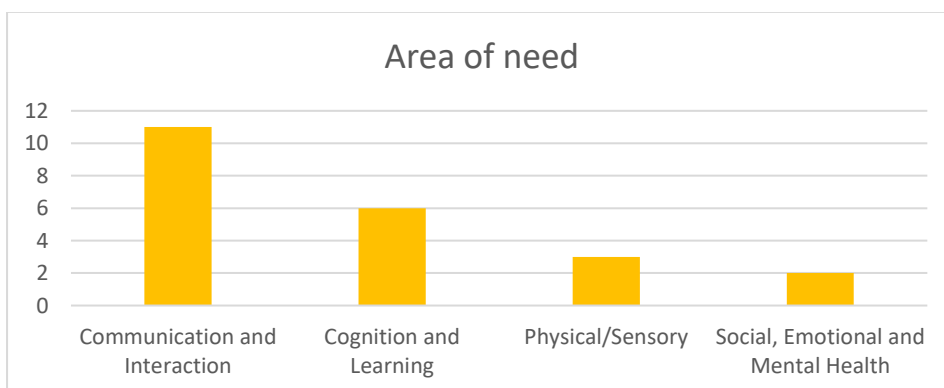
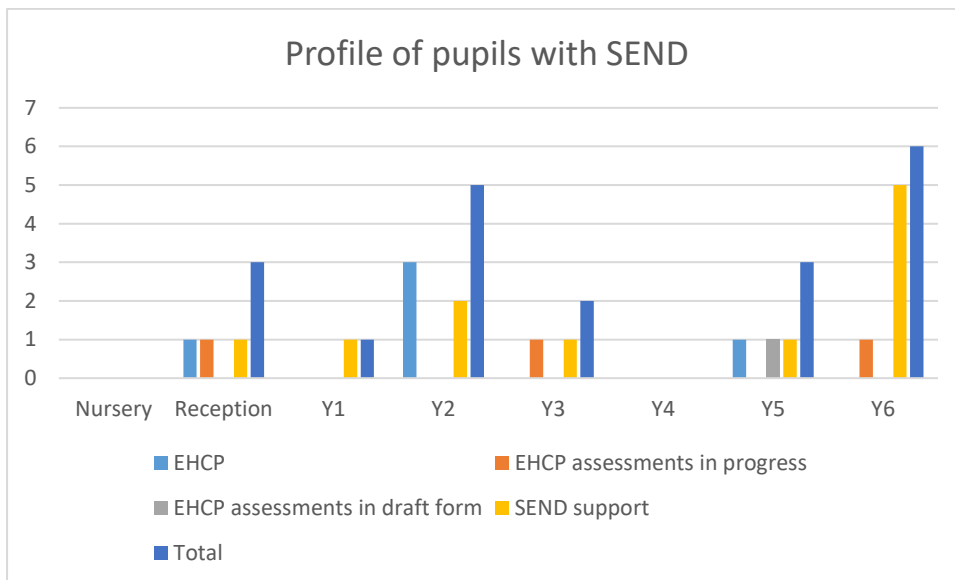
This report reflects how school has used SEND funding to meet pupils’ needs.

Context: This information was accurate at the time the report was written.

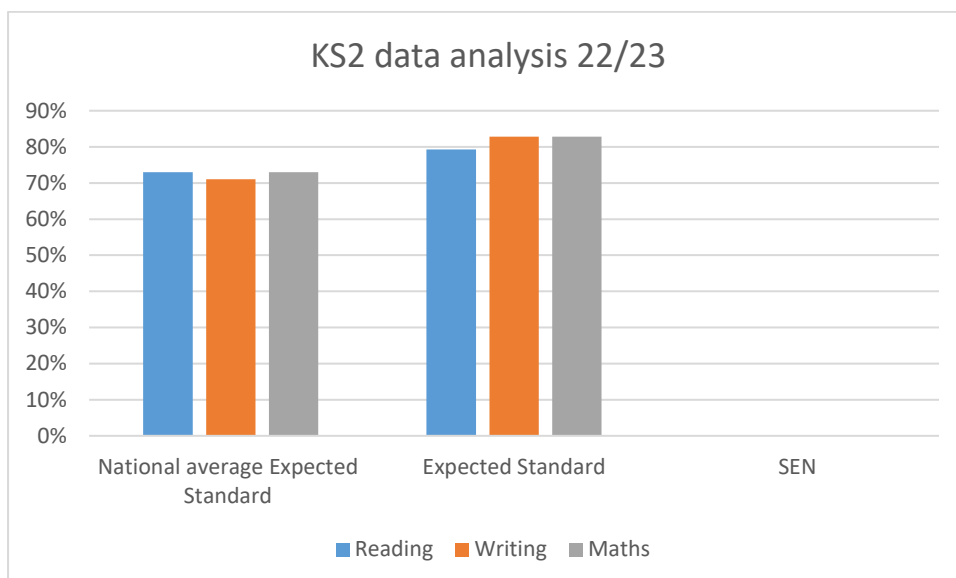
Overview of our school.

1.9% children have an EHCP compared with schools nationally for which the figure is 2.5%. However, we have 3 EHCP being processed which brings us to 4.3% which is higher than similar schools nationally.

Attendance for all children in school is currently 95% and for SEND pupils 93.6%. This is in line with National figures.



End of KS2 data July 2023:



None of our SEN pupils achieved the expected standard in reading, writing and maths. However, teacher assessment showed they had all made progress from their starting points.

Next steps: What we will do next after evaluating the above.

- Introduce an additional SEN parent/carer consultation each term to review support plans. Providing opportunities for the views of parents/carers and pupils to be added to the plans and to further improve communication with parents/carers.
- Create our own Provision Map as a tool for all staff to monitor and support pupils with SEND.

Staff Training: 2022 - 2023

Date	Topic	Overview
Sept 2022 SENDCO	Overview of SEND at St Catherine's.	Reminder of SEND policy and procedures. Share our updated SEND list and priorities for the Autumn term.
Sept 2022 SENDCO	Supporting TAs -challenging behaviour in the classroom.	How to develop positive relationships and strategies creating a calm working environment.
November 2022: Led by Fiona Craggs	Maths Interventions	New approaches to teaching Maths effectively. How to use daily assessments of the child to pre teach skills or provide same day interventions to address misconceptions immediately.
Feb 2023 Jill Tough	Using the SCART documents to set SMART targets	Using pupils work alongside the SCART materials to identify the correct level a child is working at. Create aspirational targets that will help pupils achieve their full learning potential.

Feb 2023 Jill Tough & Sue Alexander	Creating a bespoke curriculum to support SEND pupils	1:1 support for staff to create a bespoke curriculum which both challenges and supports pupils.
July 2023 SENDCO	Graduated approach	Update on using Entry data. Expected outcomes. Actual outcomes. Engagement and progress throughout the intervention. What next?
September 2023 Jen Shannon - Educational Psychologist	Trauma Informed Practice	What is trauma? How might it affect a young person? How can we support pupils in school and in the classroom?
September 2023: Led by the Diabetes Team from RVI	How to support pupils with Type 1 Diabetes.	What is diabetes, how does it impact on a person, how do you support the pupil to manage this? Carb counting using a phone app. Recap on what to do in a medical emergency.
Caroline Broadfoot Educational Psychologist	ASD	This session covered the current thinking on ASD and some of the differences that young people might display. It also included helpful hints and tips on how to support young people.
September 2023 Nicola Armour	Zones of Regulation a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control	Staff accessed a range of activities to help pupils identify a range of emotions. We aim to teach our pupils to identify emotions in themselves and others and develop skills in the area of self-regulation.
October 2023 Nicky Cook	Dyslexia	What is dyslexia, what might this look like in the classroom and how to help.
October 2023 Nicky Cook	Dyslexia 1:1 follow up	Follow up - 1:1 advice for teachers on how to create a bespoke package to support pupils in the classroom.
November 2023: Led by: Rachael Murray	Reading for pleasure	A new initiative was introduced to support all pupils especially those who do not have well developed reading skills which inhibits their ability to access the wider curriculum.

The deployment of staff is regularly reviewed to ensure that the support and staff expertise is matched to the need in the year group, ensuring the maximum impact and progress for pupils with SEND.

Next steps: What CPD needs have you identified based on pupil need and staff audit?

- How to deploy TA's effectively.
- Embedding Zones of Regulation and monitoring the effectiveness of practice in our school.
- Staff survey to identify further CPD needs.
- Whole school training, including TA's on adaptive teaching for pupils with SEND and supporting pupils with their diverse needs.

Working with External Agencies:

The schoolwork with a range of outside agencies to receive advice and support for pupils and training for staff- they include services such as:

- SEND ASAP: The SEND Allocation, Support and Advice Panel provide school with support and advice for individual students that are referred to them. The panel allocate support from specialist teachers, Educational Psychologists or recommend support programmes.
- CYPS: The school may make referrals to the Single Point of Access (SPA) in order for a pupil to receive support or assessment from Children and Young People's Services.
- SEND OS: SEND Outreach Service - referrals can be made for assessments and advice for Specific Learning Difficulties such as Dyslexia & support from the Speech and Language Team.
- Educational Psychologist: through our Trust we employ an Educational Psychologist, Jen Shannon who works in school at our request to support students who have been identified by the SENDCo. Jen Shannon can work on an individual or small group basis to provide targeted support.

The school also work with outside professionals, who provide advice and support for individual students:

- Occupational Therapists
- Psychologist
- School Health Team
- Speech and Language Team

Next Steps:

- The SENDCo, Head Teacher and Parent Support Advisor will meet termly to discuss and review support offered to and those available for our pupils.

Pupils Views:

Every pupil with SEND will meet with their class teacher at least once per term to gather their views. During these meeting pupils (with support) complete and update their one-page profile and discuss their Support Plan targets. Staff update their Teacher Overview. The information gathered is used to inform provision and update advice for all staff working with the pupil. Where appropriate or relevant parents are updated with important information and referrals for additional support can be made.

SEND surveys are sent to parents/carers to help their child collect student voice. The information gathered informs support plans and provision in place.

Next Steps:

- Use Microsoft Forms to gather pupil voice and collate responses. Revise the questions we ask to ensure views gathered can be used to improve our provision. This will complement the pupil voice work we do in school.
- Develop an Excel spreadsheet that outlines the support and provision each pupil receives, which can be shared and updated by all staff.

Parents/Carers' Views:

Parent/carer views are collected via online surveys and through review meetings. Parents/carers are encouraged to contact the SENDCo with any concerns they have. We also have 1 extra meeting each term for parents/carers of pupils who have a support plan in place to meet with the SENDCo and class teacher. Parents can make an online appointment to discuss and review the provision in place for their child or we can facilitate face to face meetings in school.

Next steps:

- We will host termly events for parents/carers of our pupils with additional needs. At these gatherings we will organise a range of different activities, such as information giving and sharing, from staff and parents/cares of pupil in our school and external speakers who can offer support and guidance.

Newcastle City Council has a 'Local Offer' of information and guidance for people with SEN or disabilities, their families and those who support them. This describes and has links to what is available in Newcastle and other nearby local authorities.

You can find out more about this Local offer at:

<https://www.newcastle.gov.uk/schools-and-learning/early-years-and-childcare/send-and-local-offer>

SENDIASS (Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service) <https://www.newcastlesendiass.co.uk/>